



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

The **Charlotte Mason Digital Collection** is a not-for-profit database created in 2009-2011 to assist scholars, researchers, educators and students to discover, use, and build upon the Charlotte Mason Collection of archives, journals and books housed in the Armitt Library & Museum (UK). To learn more about this database or to search the digital collection, go to [The Charlotte Mason Digital Collection](#).

Your use of images from the **Charlotte Mason Digital Collection** is subject to a [License](#). To publish images for commercial purposes, a license fee must be submitted and permission received prior to publication. To publish or present images for non-profit purposes, the owner, Redeemer University College, must be notified at cmdc@redeemer.ca and submission of a copy of the context in which it was used also must be submitted to the owner at cmdc@redeemer.ca. Credit lines, as specified in the [License](#), must accompany both the commercial and non-profit use of each image.

Unless you have obtained prior permission, you may not download an entire issue of a journal nor may you make multiple copies of any of the digital images. Higher resolution images are available. [Low resolution (150 dpi), single copy printing is permitted: High resolution images for publication can be purchased. Please contact Redeemer University College in writing as specified in the [License](#) to request high resolution images.

While the document originals are housed in the Armitt Library & Museum, Redeemer University College owns the rights to the Digital Images (in jpg/pdf format) of the original archival documents and artifacts. The original Digital Images and database metadata are owned and maintained by Redeemer University College. Multiple images are bound together in PDF Packages. Click [here](#) to download the latest version of Adobe Reader for better viewing. In the PDF, click an image thumbnail to view it.

This project was made possible through collaboration among the [Armitt Library & Museum](#) (Ambleside, UK), [Redeemer University College](#) (Ancaster, Canada) and the [University of Cumbria](#) (UK) and with the financial assistance of the [Social Sciences and Humanities Research Council of Canada](#).

Need help? If you do **not** see a side-bar with image thumbnails:

Some of the PDF packages are large and will take some time to download. A very large PDF package may open more successfully if you download it first to your desktop. (From inside the database record, right-click on the link to the PDF package and save the link to your desktop.) Once it's on your desktop, you can open it up with a recent version of [Adobe Reader](#).

If you have a Macintosh with Safari, the default program to open PDFs is Preview, which does not open the PDF packets. Mac users need to download [Adobe Reader](#). If this cover page appears without a list of PDF files (either at the side or bottom of the screen), look for a paper clip or a menu option to view attachments. If you click that, you should see a list of the pages in the PDF package.

Viewing files with Linux: This works with the default PDF viewer that comes pre-installed with Ubuntu. While viewing this cover page in the PDF viewer, click "View" on the top toolbar, and check the box that says "Side Panel". That will bring up the side panel. The side panel will show only this cover page. Click the 'arrow' at the top of the side panel, and it will give you the option to view "attachments." If you click that, you should see a list of PDF files, which are the pages in the PDF package.



masticate our food, and so our digestion gets out of order. I should like you to see that the children clean their teeth *both night and morning*. Charcoal or chalk are safe powders; but the principal point to remember is, that they brush up and down—backwards and forwards, so that the brush removes any particle of food that may have settled there. Now I have finished my chat to-night, Janet. I have heard you say sometimes 'Cleanliness is next to Godliness,' and very truly so, for discomfort and bad temper are bred of dirt, and no one can do the good he would, if cross or unwell, and so life's pathway grows crooked and ugly, and becomes a failure. It is difficult to imagine clean hearts and lives, unconnected with clean homes and bodies. Good night, Janet; we will next talk about 'Nursery Accidents.'

"Good night, ma'am, and thank you."

[If any nurse does not quite understand these papers, or would like to ask any questions, "the Mothers" would be very glad to answer any letter addressed to "Mrs. Ernest," House of Education, Ambleside.]

PHYSICAL EDUCATION

BY MARY CROSSTHWAITE.

LAST October, when visiting a well-known Ragged School in one of the poorest parts of London, we were surprised to find the place in the hands of workmen: windows being put in here and fresh passages and doors there. On enquiring the reason, (for not very long ago the premises had been largely re-built and re-modelled on modern lines,) the venerable Superintendent replied:—"You see the Government is down upon us; it says that, with so many children we must have so much more fresh air, and that our exits are not good enough in case of fire, etc." Laughingly we questioned:—"However did you all manage twenty years ago—when we first knew you in that large gloomy school-room, (transformed from a brewery,) with its crowds of dirty ragged little urchins?" "Well!" he responded, "I suppose the times are changed."

"Certainly they are," we thought, as we entered the infants' class-room and saw the delightful Hand and Eye training in the Kindergarten; dainty coloured flowers and pictures, and bead curtains, etc., etc., being worked by the tiny fingers of little ones, whose "home," is the common lodging house.

"The Government Inspector insists upon all this kind of work being done," we were told.

In another room, noticing the upright "Vertical" writing in the elder children's copy books, the same reason was given; and when we commented upon the spotlessness of the leaves, free from blots, and smears, and finger marks, and asked how in the world this was accomplished, a Ragged School Teacher acknowledged the great difficulty, but added—"We just send the children over and over again to wash their hands, and insist upon this cleanliness of work and person." Would that some home school-rooms could have the same discipline enforced, so that no slurred or blemished work should be tolerated!

This Ragged School set me thinking, and from thinking to drawing comparisons between the arrangements for Health and Manual Culture, upon which a paternal Government so very rightly "insists" for the poorest and most miserable of its children, and those in which British parents of the upper and wealthier—not to say educated—classes so meekly (is it because so blindly?) acquiesce, and for which they are content to pay so handsomely for their own boys and girls.

Mental education is so ably dealt with in the *Parents' Review*, that I do not now propose to touch on its vexed problems; but as to Physical Education, we are hardly emerging from the dark ages.

Environment is now acknowledged to be one of the chief factors in a child's education, and surely this is physically as well as mentally true.

Let us briefly consider four fundamental points:—Cleanliness of Person, Cleanliness of Air; Wholesome Food; and Natural Exercise; and ask ourselves:—"What is their relative position in our minds compared with various accomplishments which we acknowledge are a *sine quâ non* for an educated girl?"

For example, when Olivia goes to the School whose educational advantages are beyond question, do we not take it too much for granted that the physical advantages leave also nothing to be desired?

"Baths?" "Oh! yes, this is the bath-room, well-appointed and spacious, at the girls' disposal. Taps for hot and cold water; they can use it whenever they like." What is the fact? Well, there are many *difficulties* in the way of the practical use of the bath. The water is generally cold in the morning, and at night the girls are too sleepy to use it, if hot. We may safely say that for the majority of growing girls a cold bath is not advisable; and as a cold plunge in our northern climate is not inviting on most mornings of the year, can we be surprised if the girls, poor things, do shirk it? and so it comes to pass that in practice "we find that most of our pupils prefer a bath only once or twice a week!" Nor is this the only difficulty: it is not tempting to a girl brought up in a refined home to find soap suds sticking to the bottom of the bath from the previous bather (excuse my entering into details with which mothers

ought to make themselves conversant), but "hurry-scurry" being the order of the day at school, so much having to be got into such a small space of time, the girls have to scramble through their baths because three or four others are waiting, so there is "no time" to rinse it out! In a school of thirty girls, besides governesses, four to five must bathe daily, if the whole number be bathed weekly! What is the remedy? Extra baths, a plentiful supply of hot water, and, possibly, an extra maid. But if Scholastica knows that the paternal and maternal government *insist* upon the Gospel of Cleanliness being religiously taught to growing youths, and that to obtain this end they will sanction either an extra payment, or else sacrifice the cost of some "accomplishment," the thing will be done.

However, more than one lady principal tells me that parents themselves often consider a weekly bath to be all that is necessary. If parents are indeed so ignorant as to the essential benefits of a daily tub, can we wonder at the school-mistress's apathy? (although I, for one, think that in the past Scholastica should so have educated the previous generation in the laws of sanitation, that this ignorance could no longer exist at the close of the Nineteenth Century). But, all the same, a girl who has been brought up at home in these habits of personal cleanliness suffers sadly at school from their absence.

CLEANLINESS OF AIR.

In these days, when the very servant maids insist upon separate sleeping apartments, do parents seriously consider that the young people, for whom they are paying at least £150 a year, are sleeping four and five in a comfortable, well-carpeted (probably seldom swept) bedroom, without any ventilation through door, window, or chimney? Mary's bed is too near the window; Ethel's too near the door; Evelyn's close to the fire-place; and Annie's in a draught between door and window. Which of them is to suffer martyrdom, with tooth-ache, ear-ache, or swollen glands, for the sake of a little fresh air to the party?

Do you marvel that the girls feel "so drowsy," they "cannot wake in a morning,"—girls who, at home, blithely rise soon after six a.m., and cannot be kept in bed?—they

are simply being poisoned by regular doses of carbonic acid gas. Sometimes, if only two or three sleep in a room, it is used as a practice room by day; a piano taking the place of one bed! But, when one remembers that our boys, at one of the first public schools, sleep (shall I not say herd?) in rooms without curtains, on press bedsteads, which are turned up by day to make room for "study," perhaps we cannot complain of our girls' conditions. Still, when one sees the splendid arrangements for health and cleanliness in our charitable institutions for pauper children, I confess to feeling enraged that our own children are so far behind them in these essentials to moral as well as physical health.

We cannot too strongly emphasize the close alliance which exists between a sane, *i.e.*, clean, sound, wholesome body, and a sane mind.

When discussing this subject of ventilation, and trying to point the moral, that because all do not visibly die or fall ill from this poison of foul air, it is no proof of their not being seriously injured,—for there were *some* survivors, even from the Black Hole of Calcutta—I was met by the bland response—"Yes; twenty-three I think;" as if that were quite a large per centage out of 146!

Parents, therefore, should require that the physical environment at upper class schools is, at least, as good as it is in the people's institutions. It might mean the sacrifice of some accomplishments, for, in these straitened times, the school bill is a very heavy drain upon the parental purse, and £5 extra a quarter for a separate little room where the girl—brought up on the sanitary principles so ably taught by the Chairman of P.N.E.U., Dr. Alfred Schofield—could control its ventilation, is a heavy and probably impossible additional expense.

But I believe that were parents and principals to confer together upon this subject of Physical Education, incalculable good would be accomplished, and mutual misunderstandings swept away.

WHOLESOME FOOD.

It is well known that boarding pupils "pay" much best, and for the simple reason that feeding is always relatively cheaper in proportion to the increased numbers, the profits are "handsome." My plea is for an abundance of very

simple, plain food; mild, nutritious, and unstimulating; the diet being modified according to the individual's state of health. Surely the study of diet, and the effect of nitrogenous or carboniferous foods upon different constitutions, and their proper blending, should be an important part of a principal's duties? Wholesome soups, good roast meats, green vegetables, abundance of brown and white bread and fresh butter, with plenty of milk, eggs, and cereals, is a dietary which, in a properly managed kitchen, is no more expensive than the pastries, "table jellies, and creams," so frequently given.

A word to mothers as to curries and made dishes at school. Young people think them "excellent," and possibly an improvement on the simple home-diet; but Australian tinned meats largely enter into their composition, and the eating of such produces a certain state of the blood and rashness—caused by un-nourishment—well known to medical men. The great fault of school food is its *lack of nourishment*—a *vital* matter at this critical period of growth. I am no advocate for dawdling over meals, and believe in the old adage, "Quick at meat, quick at work;" and, indeed, prefer to eat quickly rather than slowly, as I am convinced that half-cold viands, being distasteful, do more harm to the digestion than rapid eating does; but, still, a reasonable time should be set apart for dinner, and girls who are slow in the ordinary table routine, should certainly not be hurried off, leaving their pudding half finished, to the waiting music-mistress or German master. It is most essential to digestion to rest awhile after dinner, and twenty minutes lying prone would be a great advantage to growing girls' spines, and would be by no means lost time.

Here, again, the gravest possible mischief is being done by the *crass ignorance* of governesses as to the straightness or curving tendencies of girls' spines; and consequently complete indifference as to their "*positions*" in standing, walking, and sitting.

NATURAL EXERCISE.

While "our boys" must go in for cricket and football, hare and hounds, etc., "our girls" appear to need but little out-door exercise, and still less *fun*! Should we like it ourselves—we parents—to tramp two and two up and down

the streets, and do we wonder that the girls growl and grumble, and feel "so tired" and disinclined to go out for the short walk? Surely frequent intervals, of five and ten minutes, would be judiciously spent in skipping or playing ball in the back garden, and the lessons be better done. On wet days, too,—when tempers are always a little unhinged,—could "our lassies" not be turned into a big room, and allowed to vent their pent-up feelings in a jolly good romp? I suppose that it would be considered "unladylike" for them to scrub the tables and floor in such a room, if energetically disposed? Still this prescription was of great benefit to the present Queen of Sweden when other medicines failed; and the superintendent of a large imbecile asylum recently told me, that he considered that we must direct our attention to curtailing the amount of brain work for our sane children, and substituting for it all kinds of manual work—scrubbing, carpentering, etc., etc.,—if we would stem the tide which is relentlessly sweeping in upon us, of Anæmia, Hysteria, Brain and Nerve Exhaustion, and all their attendant evils.

EDITORIAL.

"WHAT IS TRUTH?"

It is said that we English are no longer to be characterized as a truth-speaking people. This is a distressing charge, and yet we cannot put it away from us with a high hand. Possibly we are in a stage of civilisation which does not tend to produce the fine courage of absolute truthfulness. He who is without fear is commonly without falsehood; and a nation brought up amid the chivalries of war dares to be true. But we live in times of peace: we are no longer called on to defend the truth of our word by the strength of our hand. We speak with very little sense of responsibility, because no one calls us to account; and, so far as we are truth-tellers, we are so out of pure truth of heart and uprightness of life. That is, we may be, as a nation, losing the habit of truth to which the nation's childhood was trained, in ways however rough and ready; but we are growing up, and the truth that is among us is perhaps of a higher quality than the more general truthfulness of earlier days. Now, truth is indeed the white flower of a blameless life, and not the mere result of a fearless habit. The work before us is to bring up our children to this higher manner of truth. We no longer treat this or that particular lie or bit of deceit as a local ailment, for which we have only to apply the proper lotion or plaster; we treat it as symptomatic, as denoting a radical defect of character which we set ourselves to correct.

Opinion without knowledge, says Darwin, is entirely valueless, and to treat the tendency to untruthfulness that children often show, one should have a good deal of knowledge of a special kind. To treat a child *de novo*, place him under a moral microscope, record our observations, and formulate opinions based upon that child, and as many more as we can get into focus, is, no doubt, useful and important work. But it is work for which we must qualify ourselves. The child is a human being, immature, but yet, perhaps, a human being at his best. Who amongst us has such gifts of